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The purpose of this consulting center in Delaware is to encourage intercultural education and school integration by aiding educational and community leaders to design appropriate administrative and teaching strategies. Services of this center at the University of Delaware are supported by the Civil Rights Act of 1964, Title IV and are available to any school district in the state. Reported are projects in four school districts using technical assistance and/or institute activities offered by the consulting center. (NH)

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EDUCATIONAL CONSULTING CENTER FOR SCHOOL PERSONNEL

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INTRODUCTION

The Delaware Consulting Center for School Personnel is a center designed to encourage inter-cultural education and meaningful school integration. The Center's primary objective is to assist educational and community leaders in Delaware in becoming skilled in designing appropriate administrative and teaching strategies necessary to make the best possible use of the opportunities provided by integration to improve the educational experiences of all children.

The Consulting Center is needed because the legal desegregation of public schools in Delaware has not effected the racial integration necessary for accomplishing the ultimate task of providing equal educational opportunities for all pupils. Educational opportunities to develop positive attitudes in human relations will not and have not been fully utilized where integration processes have been left to chance. The specific problems remaining to be solved in Delaware are found in the following areas:

1. Resegregation
2. De-facto Segregation
3. Inadequate teaching materials for the enhancement of the integrative processes.
4. Inappropriate teaching strategies for maximum utilization of integration opportunities.
5. Attitudes of fear, anxiety, and hostility of school personnel now removed from their segregated schools.
6. Staff assignments, both where school mergers have taken place and where the assignments do not encourage the development of inter-cultural understanding and interaction.

It is with these problems that the Consulting Center concerns itself. The Center services are available to any school district in the state, and upon the request of any district the Center meets with faculty and administration to define problems or unutilized opportunities and then design methods of developing programs around these situations. Because of the examining and defining that is done, often school districts find that what at the surface appeared to be only a curriculum or methodology inadequacy is actually a factor in preventing total integration and optimal use of the inter-racial school. Consequently, the Cousulting Center is often able to provide a two-fold service: that of aiding school districts with the problems as they are perceived in the districts and that of helping the districts become aware of the nature and degree of inter-cultural relations being developed in the schools.

CONSULTING CENTER OPERATIONS

Staff

The permanent staff of the Consulting Center during the first year of its operation included a Director and an Associate Director. These men are both faculty members of the University of Delaware, and they are supported by the Center to devote one-half of their time to Consulting Center activities.

Dr. Ralph L. Duke, the Center Director, has directed the activities of the full and part-time Center staff members, has been responsible for informing the Delaware school districts of the nature and services of the Consulting Center, has met with all of

the school districts which have requested aid, and has given guidance to the schools as they have planned programs to meet their particular needs. As the Consulting Center has undertaken sponsorship of these programs, Dr. Duke has continued to work with the school districts to furnish consulting aid. He has been responsible for securing additional specialized consultant help as needs for it have arisen. In addition, Dr. Duke has guided schools in the continuous self-evaluation that has accompanied their projects.

Associate Director Dr. Howard Lamb has assisted Dr. Duke in the activities discussed above. In addition, he has assumed consulting responsibility for some of the school district projects which are being sponsored by the Consulting Center.

The part-time staff of the Consulting Center has included University of Delaware graduate students, consultants both from within and without University, and clerical help. One graduate student is a reading specialist and has furnished consulting services to school districts finding that reading problems are a part of the total situations which caused them to implement a Consulting Center project. Clerical help has been obtained on a temporary basis as needs for it have become apparent. Consultants outside the Center staff have been engaged for definite periods of time according to requests made by the individual school districts. These consultants have included University of Delaware faculty members, Delaware Department of Public Instruction staff persons, and public

school people with unique experience and skills.

Operational Procedures

Consulting Center methods of carrying out its responsibilities in giving the Technical Assistance funded under Section 403 and in supporting the Institute Activities funded under Section 404 of the Title IV program have been largely determined by the multi-disciplinary human growth and development program that lies at the base of the educational backgrounds of both the Center Director and the Associate Director. They have taken a multiple-construct approach to problems, an approach that considers physical factors, personal security relationships, institutional processes, poor relationships, persons' perceptions about themselves, and individual adjustment behaviors. They have felt that this human relations approach has been proper in view of the bettered inter-cultural and inter-racial relations that are the basic objective of the Consulting Center.

The specific procedures which the Consulting Center staff have followed in supplying the Center's services to school districts may be considered according to the two classes of services that are provided: Technical Assistance and Institute Activities.

Technical Assistance:

1. When an individual or a group from a school district or a school has contacted the Center through one of the Directors, one or both of the Directors has made an on-site visit to the school district.

2. A review of each situation, as it was represented in the initial request, has been made in order to further define and analyze it to grasp the elements of opportunity which might be expanded.

3. During visits with all groups concerned (typically administrators, teachers, pupils, and occasionally, school board members and community leaders) the Directors have gathered data relating to what each group has felt should be done to positively utilize the situation as they have defined it.

4. Working with representatives of the groups that have made the requests, the Directors have provided specific design inputs for an experientially based action laboratory for each particular situation. Two very important change operations have functioned at this point: (1) by providing specific design inputs in terms of participant perceptions, the Directors have implied continuing control and evaluation procedures in the action program without appearing to prescribe, and (2) by directly using participant perceptions and inputs, a real school or district commitment to the action laboratory has been established.

5. Also, during the design period, consultants have been planned for in order to meet situations where participants have seen the need for specific help.

6. As the action laboratory has been implemented, one of the Directors has assigned himself as the continuing Center representative to its activity. This has provided for flexibility in the operation of the laboratory since, as new needs have been uncovered through time, alterations in the program design could be easily made.

7. The Consulting Center staff has provided factual information to schools regarding strategies and techniques found to be effective in helping new and current staff members to utilize opportunities for providing meaningful human relations development programs in their schools.

8. The Center Directors have worked to stimulate and assist school districts to develop and write proposals for grants and institutes designed to enhance the possibilities of achieving the objectives of total integration.

9. The Consulting Center staff tried to be involved at both the University of Delaware and at Delaware State College in the solution of problems associated with integration.

10. The Consulting Center has made itself available to provide assistance, upon request, to the State Department of Instruction in working on integration programs in the public schools.

Institute Activities:

Through the technical assistance activities described above, within the interdisciplinary experiential framework of operations and in terms of our close and continuing relationships with participating school districts, action laboratories have been established in several of the school districts in the state. Besides the technical assistance, the Consulting Center has provided two kinds of major support to these laboratories: teachers participating in the laboratories have been paid stipends for the time they have worked during their off-school hours and vacation, and substitute teachers have been paid to free teachers to work on laboratory projects during school hours. This support, combined with the design and consultant help made possible under the Technical Assistance grant, has enabled the involvement of dedicated teachers in institute activities that meet the specific needs of the schools in which they teach.

CONSULTING CENTER PROJECTS

Dover Special School District

Dover Central Middle School

The Problem

Not only desegregation but also the first stages of integration have already taken place in the Dover Central Middle School. Through the vehicle of the middle school the administrative organization of classes and teaching assignments has facilitated the physical mixing of children of many cultural and racial backgrounds. Team teaching at all grade levels, changing classes, and the absence of tracking or rigid homogeneous groups have all contributed to this population mixing. Complete integration is desirable, however, for the range of the student backgrounds and experience, which include that of sizable subgroupings of both Negro children native to the area, and of multi-racial children of the Dover Airbase families with a knowledge of many homes and cultures, provides excellent potential for human relations learnings and cultural understandings.

The major obstacle preventing complete integration is perceived by the faculty of the Dover Middle School to be that of pupil differences in academic achievement and motivation, as these differences are presently correlated with membership in the Negro subgroup. Up until this year, faculty work on teaching techniques and content has been largely focused on the average and above-average student. The faculty request to the Consulting Center has

been for assistance in planning and implementing a Teacher Training Institute that would help the teachers develop strategies for teaching the below-average child so as to gradually minimize the differences between him and the rest of the school population. The accomplishment of this objective would both remove a major barrier now preventing integration and also encourage the development of understandings between teachers and pupils and among pupils working together on projects.

The Project

With the thought of promoting human relations understandings and integration through the minimizing of academic differences and the maximizing of individual potential, the Dover faculty, with the aid of technical assistance supplied by the Consulting Center staff, planned a two-part program. The first part, accomplished through a summer Institute, involved the improvement of reading instruction. The second part, an Institute now being carried out on a weekly basis, involves the development of teaching strategies and materials in all subject areas.

The need for the Reading Institute was felt because of two situations in the Middle School: (1) the school was unable to secure the services of teachers trained in reading instruction, and (2) 20% of the Middle School pupils were reading 1½ years or

more below grade level. To meet this need the faculty requested that the thirteen staff members who are trained in English or Social Studies on the secondary level attend a Reading Instruction Institute. The Institute was organized with the help of the Consulting Center, conducted by Center staff and the Dover staff reading people who normally work with these teachers, and designed to meet the request of the participants for the following kinds of information and knowledge:

1. Student population.
2. Diagnosis of and prescription for individual needs.
3. Organization of the reading program.
4. Techniques involved in the teaching of reading.
5. Review and use of available resources.

The five days of the workshop were devoted to a combination of learning experiences developed to both meet the needs for specific knowledge and also to improve the interaction among the participants so that they would both work better together and also might serve as leaders in promoting cooperation among teachers during the regular school year. Toward this second goal, the participants, under the guidance of the Center staff, worked in a variety of small group situations. To meet the instructional needs of the participants, discussions and demonstrations, as well as some lectures, were conducted by the reading consultants.

The Institute for the development of teaching strategies in all areas of school curriculum is now being carried out through a series of sixteen weekly meetings which are attended by selected staff members who are working to improve their skills in the areas which they defined as areas needing attention in the Dover Central Middle School. They have listed these areas as:

1. Developing content for the students who are not succeeding in the present programs.

2. Developing techniques for the presentation of teaching materials and resources.

3. Examining extensive organizational patterns in order to determine the best plans for achieving Dover's educational objectives and for promoting the best acquisition of inter-cultural understandings.

4. Diagnosing and prescribing programs suitable to the needs of the individual student.

5. Strengthening articulation from the elementary school to the middle school and from the middle school to the high school.

As this Institute has progressed the teachers have found themselves focusing primarily on the development of techniques for reaching the individual, underachieving and un-motivated student. The students who fit this description include a disproportionately large number of the Negro children in the district. As these students become involved in programs and projects that interest them and that give them a measure of success that they can match with that made by the rest of the student population, they become more willing to be a part of that total school population, with the

result that all of the students in the school benefit from increased opportunities for the acquisition of inter-cultural understandings and experiences.

The teachers have worked out an experimental procedure that uses the classroom as a laboratory for trying out the materials and strategies they develop. A group of teachers will work on one technique during one workshop period, try it out in their classes during the following week, and then come together in the next workshop to discuss the value of the technique and to make necessary modifications.

In addition to techniques and materials development, the participants in this workshop have given attention to the most effective use of the school's resources. One school asset is the large amount of classroom and work space that is available as a result of the Middle School being housed in what was originally the Junior-Senior High School. This space provides opportunities for designing situations in which students can work individually on projects usually not possible in classrooms where quiet is essential, and the space also allows small groups of students to work together on school projects in a way to increase their understanding of human relations.

Finally, the multi-racial participants in the workshops are gaining experience in working cooperatively with each other, and they are also being forced into interacting in new ways with their

students as they try out the strategies and materials developed in the workshops.

The Results

Participants in the summer Reading Institute were highly pleased with their experience. In summarizing the results of the experience, the principal of the Central Middle School lists the following:

1. The integration of the staff involved in the workshop itself, through primary group relationships, is a large contributing factor in creating an atmosphere conducive to open discussion of race problems and a general atmosphere of cooperation and respect between the races, within the school and, hopefully, within the community as well.

2. The special discussion and the report on the slow learner given to all parties fulfilled a need felt by the staff to understand the facts which are known concerning the slow learner. The slow learners in the schools include a good many of the children who previously attended all-Negro schools, and who are now being placed as widely as possible within the school system.

3. At the beginning of the workshop, a series of charts were shown which describes the abilities and the achievements of the students in the middle schools, based on recent tests. The teachers were also given a brief description by an administrator in the Middle School of the range of economic and social conditions of the population of the district. Through a knowledge of their pupils as a group, it is hoped that the teachers can better adjust to their pupils' needs and abilities.

4. In addition to the materials that the Dover Reading Consultant distributed, the Consulting Center provided a bibliography of classroom material aimed at providing an accurate picture of the American Negro. This bibliography was distributed in response to a comment by one of the Negro teachers concerned with the representation of the Negro in her history texts. (Appendix A).

During the Institute the participants also cooperated to develop a guide to be used in teaching reading in the Central Middle School. This guide is, of course, available to all of the teachers who might use it in their classrooms. In addition, the Institute participants have increased the value of the Institute by taking leadership roles in the teaching of reading within the various Middle School teaching teams.

The Teaching Strategies and Materials Institute that is now taking place through weekly meetings is also having positive results. These have been of several types: the actual development of teaching strategies and materials, the improvement of cooperation and understanding among teachers and students, and the more effective use of school resources.

One of the most interesting developments in teaching strategies and materials has been that of the idea of taped science units for use by the individual student. The tapes, which are recorded by the teachers and which cover materials that they have developed to meet specific needs evidenced by their students, provide an initial extrinsic motivation to the student which is often sufficient to induce him to stay with the work until an interest in the work itself is developed that will continue to motivate the student. In addition, the tapes use a language and a set of directional patterns comprehensible to the student.

Finally, the tapes eliminate the need for reading skills that is part of a text-book oriented science program. Interestingly enough, as the students have wanted to respond to the tapes correctly, they have developed a desire to gain writing skills so that they can plan out their responses.

Another example of the work that is being done in the Institute is found in a guide to a Family and Personal Life Curriculum. Although the teachers had not originally planned to develop such a guide, they found that there was a need for one. They believe that this study can be used to foster inter-cultural and human relations understandings.

One of the uses of school resources and space that is being planned in the Institute is a science laboratory equipped with players and materials that utilize the tapes that the teachers are developing. The Consulting Center has provided an engineering consultant to give advice on technical problems. The Central Middle School principal is now in the process of negotiating the funding of this laboratory through money provided by Delaware State resources.

A result of the total program has been a continuing improvement in the inter-cultural relations within the school. Discipline problems are down to a small fraction of what they were when the Central Middle School was originally integrated. In addition, the

children are seen interacting with each other without regard to race.

Continuation

Both parts of the Dover Central Middle School project have implications for future work. The participants in the Reading Institute are using their increased knowledge and understanding to foster better teaching in all of the teachers in the school. In addition, they have identified further needs of their own, and they have expressed interest in a continuation of the workshop to meet the situations that have arisen as they have implemented in their classrooms the techniques that they learned in the original institute.

The other Institute is, of course, still in progress. The procedure of developing, testing in the classroom, and modifying implies an on-going program that is sensitive to the changing needs of the students as they move through an increasingly integrated and academically fulfilling school program.

The school faculty is now in the process of planning, with the help of Consulting Center staff, a summer program that will further improve the teachers' skill in teaching in a way that reaches all children and that encourages the acquisition of inter-cultural understandings.

Laurel Special School District

The Problem

In early September the Consulting Center received a request from the schools in the Laurel District for Center staff members to meet with their personnel to help define problems and weaknesses in the existing instructional programs, and then to assist them in developing approaches to strengthening these areas. The outcome of this meeting was the decision that the administration and the faculty of these schools felt that the social studies curriculum was the subject area which was being least appropriately taught and which contained the most potential for developing learning experiences which would utilize the multi-racial pupil population in each school to promote the growth of inter-racial understandings and relations.

In addition to this need for development of the social studies curriculum to focus on human relations, the elementary school personnel in Laurel expressed a desire to develop a training program to help them increase their awareness of curriculum theory and policy in all subject areas, improve their use of available resources, and develop strategies for going beyond the basic subject matter to use the material to create situations for developing inter-personal relations.

The Project

A two-fold project was developed. The first part of it was designed to focus on the aim and content of the social studies classroom. The second part was designed to extend the child-oriented basis of the social studies exploration to improve elementary teachers' understanding of all curriculum areas.

To handle the social studies project a committee of teachers representing all grades from first through twelfth was formed. These teachers have held regular meetings and have engaged in a variety of activities to extend their knowledge of curriculum theory, the needs of the children in their schools, and the range of uses that can be made of social studies material. These activities have included research, visitation to schools conducting unique programs, and direction by outside consultant help.

In the second part of the Laurel project, all elementary teachers have met as a group to discuss curricula problems, to receive information about the children in their classes, and to review available resources. In addition, these meetings have been used to allow representatives on the Social Studies Committee to present their findings to the other elementary teachers.

The Results

Tangible results are beginning to come from these two groups. At the elementary level they are mainly in evidences of teachers planning learning situations with greater awareness of varied teaching methodology, with more knowledge of the relevance of subject matter to the individual child's total development, and with more understanding of the potential for developing inter-cultural understandings and awareness.

The 1-12 Social Studies Committee has had three types of results: the teachers have experienced professional growth in their understanding of curriculum objectives, content, and materials; they have begun to develop a set of resource material that can be used by individual social studies teachers; and their work has led to improved teacher communications both among themselves and between these teachers and the rest of the Laurel faculty. The resource material is in the form of a notebook that contains study guides, methodology notes, teaching ideas, and bibliographies as they are received from other schools in Delaware and surrounding states.

Continuation

These projects are being continued and extended in two ways. First, the teachers are continuing to work on the social studies

development and on the examination of elementary curricula problems. Second, teachers have requested that a third group be set up and patterned after the Social Studies Committee to allow for an examination of the relevance of language arts teaching to the development of human relations skills.

Millsboro Special School District
Millsboro Elementary Schools

The Problem

The Consulting Center Project in the Millsboro Elementary Schools is still in its initial phases. That school, which is only now in its second year of complete desegregation, is realizing the importance of developing good inter-cultural relations among the students and between the faculty and the students. The faculty has, so far, approached the problem indirectly, through concentration on a specific curriculum area.

Two kinds of problems seem to exist: those arising from previous instruction, home conditions and attitudes, and misunderstandings among students; and academic problems connected with language art difficulties.

The Project

The faculty of the Millsboro Elementary Schools proposed a series of language arts workshops aimed at alleviating primarily language arts problems with the hope that an improvement in this

area would result in a corresponding improvement in inter-cultural relations.

The workshops, of which three have so far been held, have involved the total elementary school faculty, including teacher aides. They have been directed by consultants from the Center, from a publishing company, and from the Reading Department of the Delaware State Department of Public Instruction.

The workshops have had a three-part format. They have opened with discussions in which teachers have examined, both to enlighten the consultants and to increase their own awareness, problems and situations unique to their school district, school, and pupil population. These discussions have been followed by presentations by the consultants, covering information and understandings they feel to be important to the teachers, as well as answers to questions compiled by teachers between the workshop sessions. The final portions of the workshops have been devoted to work by the teachers in their grade groups, for the purpose of developing special techniques and plans for preparing the school children to make good use of language arts resources.

Results

The tangible results so far have been entirely in the area of language arts. A set of language arts objectives for each

group of children at each grade level has been developed (Appendix B). A few specific units in reading comprehension and appreciation have resulted from the grade-group work sessions (Appendix C).

The more important result, however, is the increasing awareness on the part of the teachers of the need for developing a total school program that makes the best use of the positive opportunities for human relations understandings that have resulted from desegregating the school system.

Continuation

The Millsboro workshop series will be continued through the coming year, with two kinds of modifications gradually taking place. First, they will probably be extended to cover a wide range of school subjects, rather than concentrating just on language arts. Secondly, they will shift in focus, with the primary emphasis changing from the subject matter itself to the subject matter as a vehicle for improving inter-cultural understandings.

Seaford Special School District
Seaford Central Junior High School

The Problem

When the Seaford Central Junior High School requested Consulting Center services in 1967, it was because the faculty and administration at that school recognized that their school program was not meeting the needs of the students, students with a wide range of cultural and educational backgrounds. An examination of the program indicated that it was one that was not taking advantage of the opportunities for integration provided by the fact of desegregated schools, but was, in fact, one that might have possibly detrimental effects on the students.

The rigid tracking system was perceived by the local staff to result in re-segregation of pupils. This was deemed to be detrimental to the kind of school experiences which would enhance knowledge of inter-personal learnings and inter-cultural relations. The system, in which students were grouped according to ability and kept within that grouping in all areas of school experience, was not satisfactory in academic or social interaction. Also, it did not allow for the development of the individual student to his full potential, for it did not have the flexibility necessary to match the varying strengths and weaknesses within the individual. Socially, the tracking system was detrimental in two ways. First, it prevented the children in the lowest track, who also were largely from the Negro population,

from relating with the children in the other tracts and from gaining from these kinds of relationships. Secondly, it precluded taking advantage of the opportunity to broaden cultural and human relations understandings that was provided by the desegregated system. A symptom of this failure was a rash of discipline problems that served to encourage the faculty to make even more rigid the tracking procedure.

Compounding the problems caused by this tract system was the traditional orientation of the faculty. Because subject matter was often perceived to be the focal point of teaching, rather than the individual child, even instruction within the ability-grouped classes was not reaching all children. In addition to this orientation, the teachers, being locked in their isolated classrooms, carried on only limited interaction among themselves. This limited the opportunity for correlating programs for the individual students with particular needs, thus particularly depriving the students who would be most likely to have these needs, the low-achieving students for whom the basic school curriculum and methodology had not been planned. Finally, this limited teacher interaction also meant that teachers did not share information about their particular skills and methods, and that they did not share insights into the cultural patterns common to the children in the school.

The Project

The Seaford Junior High School request was a broad one: the faculty and administration wanted the help they needed to examine their own program and then revise it, with necessary teacher reorientation, in a way that would benefit every child in the school through both having him working at the proper level in each school experience and interacting with all students in a way that would maximize the opportunities provided by an integrated school situation.

The work was initiated with the formation of a Leadership Team. This team was given the task of examining the school to determine the directions that might be followed in attempting to develop a program that would change the negative aspects of the school program as it existed and maximize the potential of the entire school population. This resulted in a project that has so far had three basic phases: the initial investigation and planning by the leadership committee resulting in the development of a flexible modular schedule, the training and reorientation of teachers through a summer institute, and the implementation with continuing evaluation and modification of the modular schedule in the Junior High School.

During the first phase, which was carried out through a six-week summer workshop attended by a Leadership Team of six

teachers representing the different subject areas, the teachers set about initiating the organization of an integrated junior high school through the accomplishment of the following tasks:

1. To set up an adaptable schedule, innovative in nature, that would recognize individual differences and adhere to the concept of ungraded levels of instruction.

2. To develop instructional units and study guides for students in all subject areas, to develop a list of suggested methods and techniques for both individual and group instruction, to write a teaching unit in the area of speech, and to draw up a list of recommendations for the school staff to use in improving instruction in citizenship, behavior, and inter-cultural relations.

3. To design a plan to utilize the shop area for students not academically oriented.

4. To help evaluate students for placement in the over-all program (individualized scheduling).

5. To set up a program for the one-week workshop.

6. To design an instrument to evaluate the proposed program.

The work of the Leadership Team on these tasks resulted in a flexible modular schedule with individual placement and great potential for improving human relations within the school. Because of this, it was necessary to hold a one-week institute for all of the interested teachers on the Central Junior High School faculty to acquaint them with the new program and to begin the reorientation that would be necessary if they were to make full use of the schedule.

The faculty institute was carried out in three phases. On the first two days of the program the Leadership Team worked through the use of a panel and through small group discussions to

introduce the modular schedule to the rest of the faculty. During the middle period the faculty worked in subject groups to develop teaching strategies and to assign materials for use with the new schedule. On the final day the faculty again met as a total group to synthesize their work and to evaluate the progress they had made. School opened in September with the modular schedule in effect. The Leadership Committee commenced a series of 30 weekly workshops aimed at accomplishing the following state objectives: (1) to be responsible for the continuous evaluation of the program; (2) to meet periodically with representatives of the high school and elementary schools to coordinate and work in curriculum development; and (3) to make recommendations to correct and modify any element of the program not meeting the needs of the students.

The major emphasis of the committee during the September-January period was toward the continuous evaluation of the program in the Junior High School, because it was felt that this was essential to the program. This evaluation was carried out through the examination of the informal conversations and comments of the teachers, through formal recommendations submitted to the committee by the teachers, through observations of student interaction, and through reports made by the principal concerning the general school atmosphere as it was viewed from his office. This continuous evaluation has resulted in two kinds of activities: the formation

of "ground rules" and of recommendations for modifications in the program, and the planning of teacher education necessary to broaden the usefulness of the program.

One outshoot of the work done with the flexible schedule and the changing heterogeneous groups was the realization by the teachers in the language arts that their subject was of particular importance in briding differences among the cultural groups in the school. Also, because of the new schedule, some teachers were teaching language arts for the first time, and they felt a need for training to enable them to teach their subject effectively. To meet this need a series of nine workshops was held in October and November. These workshops, attended by the nine teachers responsible for language arts instruction, were conducted by people within the language arts department and covered both methodology and materials important to the language arts teachers.

The Results

The total project has had positive results. Basic to these results is the flexible modular schedule with its implications for the maximizing of educational and social integration within the school community (Appendix D).

An examination of the schedule with the modifications that will be part of it during the coming school year shows that it

provides two kinds of flexibility. First, the varying length of the class period permits the use of a variety of teaching techniques. Secondly, and more important, the placing of several back-to-back selections of a class permits the switching of a student from section to section. Thus, in math and science and language arts, where the students are ability-grouped, the individual student can be placed at the proper level in each subject. Also, in social studies and in the special subjects, the students can be grouped heterogeneously. The total result of this arrangement is twofold: the students are placed where they can best benefit from the instruction, and they are placed in a constantly changing peer group. Each student has interaction with many others representing many ability, economic and cultural backgrounds. The consequence of this latter arrangement is that it makes possible maximum utilization of the opportunities provided by the inter-racial and inter-cultural school population.

One of the modifications that has resulted from the Leadership Committee's weekly meetings has been the implementation of a daily activity period into the modular schedule. This has provided both an additional opportunity for the integration of children of various abilities and background, as well as an opportunity for children to take part in school experiences of their own choosing. It has also produced situations in which teachers inter-

act with the children in an informal setting.

The development of materials for use with particular students and groups has taken place to a limited degree. The summer institute, in which subject teachers worked together under the guidance of professional consultants, was the main situation encouraging this materials development. Units and resources guides (Appendix E) in the various areas of language arts are a particularly important outcome of this work, for with the back-to-back sections of subject classes that are a part of the new modular schedule, some teachers are teaching the language arts for the first time. Their experience in the October and November language arts workshops has helped them to use this material effectively.

The most meaningful results of the project, however, have been more intangible ones. The principal of the junior high school is able to say:

1. Race problems are diminishing rapidly. We have not had a major problem in this area this year.

2. The volume of attendance and circulation in the library has doubled in comparison with the same period for last year.

3. School spirit and morale among the students is excellent. This can be attributed to the fact that students are meeting and making new friends because of the individual scheduling. The snobbishness has been definitely reduced.

4. The programs in language arts, math, and science, following the concept of ungraded levels of instruction, have definitely reduced the number of failing grades. We are taking a student where we find him and proceeding from there. The in-service training program in the teaching program in the teaching of reading is completed and the teachers in these areas seem to be confident.

Continuation

If the Seaford Central Junior High School project is viewed in two major parts, then the first stage has been completed: implementation of a flexible modular schedule that allows for maximizing the human relations learnings possible in an integrated school has been accomplished. The school is now involved in the second stage of the project, that of continuing the development of the teachers to help them make the most of the opportunities provided by the integrated school population as it mixes through the vehicle of the modular schedule. This development is being carried out in three ways:

1. Continued evaluation and staff communications spearheaded by the leadership committee.

2. Continued broadening of knowledge of program possibilities and of varied cultural backgrounds through the visitation to schools offering unique programs.

3. Preliminary planning for a summer institute that will focus on training teachers to best interact with and educationally guide the students of varied cultural, racial, educational, and economic backgrounds so that they will both benefit from their experiences in the Junior High School and also make a meaningful contribution to the total school population.

Seaford Special School District
Seaford Elementary Schools

The Problem

The elementary schools in Seaford requested Consulting Center help in identifying the areas in which the elementary teachers

most needed reorientation and training in their methodology. Basic to this request was the compound situation of under-achieving students and the desire for professional growth on the part of the traditionally oriented school teachers. And implicit in this situation is the fact that the schools could not be making optimal use of the opportunities for inter-cultural learnings presented by their desegregated conditions.

Second, the schools asked the Center to help design and implement a summer institute to start re-training for the teachers working in the identified problem areas.

The Project

Cooperative work involving both Center staff and the elementary schools' personnel led to the conclusion that the basic academic areas -- reading, social studies, and mathematics -- needed immediate attention. These are the subjects that take up the greatest part of the school day, and they are therefore the ones which serve as the basis of the majority of situations in which students and teachers can try out various human relations skills. In addition, the basic learnings in each of these areas, but particularly in reading, are necessary to the child in all other areas of school work. A summer institute for four days in August was designed, therefore, to have three concurrently

operating parts, reading, mathematics, and social studies, with the attendance of the teachers determined by their individual needs and teaching responsibilities.

The Reading Workshop was attended by nineteen elementary and junior high school teachers. It was conducted under the guidance of the Center staff with the direction of a reading specialist.

The teachers in the workshop engaged in a variety of activities designed to inform them of new developments in the teaching of reading, increase their awareness of the implications reading has for the total development of the child, increase their knowledge of resources for teaching reading, and improve their methodology. To these ends, the teachers held discussions, observed the reading consultant testing children to determine reading needs, observed reading classes, practiced teaching reading lessons.

The Social Studies Workshop concentrated on four tasks:

1. Reviewing and dicussing what the social studies curriculum had been up until that time.

2. Discussing what concepts needed to be developed in the social studies curriculum.

3. Determining what changes were needed to upgrade the teaching of social studies so that it would include these concepts.

4. Developing one of these concepts, that of the family, by creating unit plans.

5. Determining areas of the program that might be used to help children gain an understanding of man's environment and the interdependence of man on man.

Finally, the mathematics workshop was attended by fourteen elementary school teachers and five junior high teachers. These teachers set as their major work an examination of both the philosophy behind teaching mathematics -- the reasons it is taught to various groups of children -- and the implication this philosophy has for answering a variety of questions that disturbed the teachers. These questions included the rationale for including a variety of approaches in teaching mathematical ideas, the nature of acquiring problem solving skills, the importance of accuracy in computation, the effect of mathematical practice on a child's thinking process, and the potential of the "new approach to mathematics". In addition to this work in theory, the teachers used the Institute to develop evaluative techniques for use with new materials.

Results

The responses of the teachers indicate that all parts of the Elementary School Institute were successful. Of primary importance has been the increased awareness on the part of the teachers of the concepts that they are trying to teach through their handling of the subject matter. In addition, teaching methodology has been improved, particularly in the case of the Reading Institute. Also, the teachers' communication has been improved as a result

of their work together. Finally, guidelines were developed that have since been shared by other elementary teachers, so that the benefits of the Institute have been extended to include teachers not directly participating in it.

Continuation

The summer, 1967, Elementary School Institute in Seaford is completed. Three types of on-going activity have, however, grown out of it. First, some of the teachers attending the social studies meetings have since become a part of a K-12 social studies committee. Second, the teachers have guidelines, such as that of the one for evaluating new materials, that they are using to help them continue to update the instructional program. And, finally, the teachers, with their increased awareness of their school, their pupils, and their own skills, are now beginning to design their own program to develop ways to encourage the development of good human relations and academic skills.

Seaford Special School District
Seaford Senior High School

The Problem

The Seaford Senior High School faculty felt a general need to evaluate and modify the total school program through self-examination by the various academic departments. These departments

would then decide how they could best use a summer workshop period to achieve the goal of better inter-cultural relations through improved instruction and teacher-pupil interaction.

The Project

The Seaford High School faculty broke into eight groups: humanities, art, social studies, mathematics, home economics, science, English, and French. Each group met for a five-day workshop in August. The groups considered all phases of their programs -- methods, material, curriculum, grouping -- and worked to modify or develop those parts they found weak. These varied programs were designed by the teachers to accomplish two objectives: (1) the improvement of the subject area program, and (2) the professional growth of the teachers.

In addition, the subject groups all devoted some work to developing inter-departmental coordination. This work was particularly aided by the Humanities and Art Department groups.

Finally, the groups all outlined methods for continuing, on their own, program development throughout the school year.

Results

All groups were pleased with their accomplishments during the workshop. Although these accomplishments are in the subject areas, it was felt that they have implications for inter-cultural

relations among the students as more students are effectively motivated and provided with meaningful learning situations so that they develop more positive attitudes toward school.

The Social Studies group carried out three kinds of work: they compiled, developed uses for, and distributed audio-visual aids and resource materials and texts; they discussed the organization of teaching goals at all four grade levels; and they examined individual teacher strengths in order to place the teachers where they could be most effective.

The mathematics section focused in on two needs. First, they felt a need for examining the primary objectives of teaching mathematics to low ability pupils. Second, this group wanted to develop a testing and teaching program that would both improve their understanding of their students and would give them information as to the effectiveness of their teaching. These two broad focuses led to a variety of activities. After deciding that the primary mathematics objectives for low ability pupils are the comprehension of the fundamental processes in arithmetic and the acquisition of competence in computation, the teachers studied available remedial material and planned for a program that would allow for remedial work following testing information. For the other end of the ability spectrum, enrichment topics were considered for use with groups showing a readiness for this work following testing.

The teachers in the Science Department felt that their basic need was for an examination of the science curriculum in terms of the subject information important to the various age and ability groups. Accordingly, this group outlined a plan that would split the ninth grade health program into health and physiology and would reserve general science for average and high ability groups. At the tenth grade level they divided the biology program into two parts to accommodate students with varying interests, abilities, and needs. A two year chemistry program was considered as an alternative to the traditional junior year course, and a multiple texts approach to senior science was developed.

The English teachers focused their work around three concerns: (1) an orientation to modular scheduling and team-teaching with social studies teachers; (2) the development of a core course for each grade; and (3) the planning of an orientation for students during the first weeks of school. The core course they developed is important in that, besides providing continuity across grade levels, it reflects a broadened view of the subject matter of English, a view that encourages the development of the individual in all areas of communication and inter-personal relations. The development is particularly stressed in the student orientation program these teachers developed in an effort to encourage improved attitudes toward school and increased motivation through immediate

attention to information and skills students need if they are to make good use of learning situations.

The two teachers of the French Department worked on a variety of activities covering their entire program -- curriculum plans, teaching objectives, evaluation methods, schedules. In addition, they discussed two concerns which directly affect the attitudes and human relations among their students; discipline and grouping. They worked out discipline rules with the objective of maintaining a classroom atmosphere conducive to work while still maximizing use of opportunities for improving inter-cultural understandings and introducing skills. In grouping they discussed possible uses of the modular schedule to group and re-group students to take advantage of various learning situations.

The Home Economics Department is particularly important to the school with the potential it has for developing situations in which students can explore and work out human relations understandings. Accordingly, in addition to writing objectives that include this human relations orientation for all grade levels, the home economics teachers outlined in detail a Family Living course designed to develop each individual's potential as a citizen in the school in a way that can carry over into situations outside the school.

The Art Group and the Humanities Group both met with the

teachers of the traditional academic subjects to develop ways in which the subjects can be coordinated and material enriched. Specific suggestions included use of the Humanities Group teachers in an advisory capacity through the school year to English and social studies teachers wishing to broaden their program. The Art Department can cooperate in this enrichment through designing art experiences which involve students in projects related to academic studies.

Continuation

The implementation of the materials and skills developed in the workshops is now going on in the classroom as part of the regular school program. Presently the Center is working on a project which has partly grown out of the workshop, the Social Studies Curriculum Committee.

Seaford Special School District
Social Studies K-12

Problem

The teachers responsible for social studies in the Seaford Special School District requested Consulting Center aid in designing and implementing a program to examine the social studies curriculum in terms of its relevance to students' needs. This request was prompted by the feeling that the social studies classroom, in the elementary as well as the secondary school, can provide learning

situations in which students develop concepts necessary to live outside the classroom -- citizenship attitudes, human relations skills, inter-cultural understandings -- as well as skills basic to success in succeeding phases of education. Also, the teachers felt that there shoud be a coordination and integration of the concepts developed from grade to grade. The desegrated condition of the Seaford schools, coupled with the introduction of the modular schedule with its potential of grouping and re-grouping students, has made this school year a good time for approaching this examination of the social studies program. In addition, because of work done in social studies during the elementary and secondary summer institutes, the teachers began the school year with an increased awareness of their social studies program.

The Project

Two factors were basic to the problem as it was presented: (1) the need for identification of the students' conceptual needs, and (2) the interaction of teachers representing social studies classes at all grade levels, K-12. Accordingly, a committee of twelve teachers, representing all of these grade levels, was formed. This committee has had several meeting since September, and is now continuing its work.

Considering the first part of the perceived problem -- the

necessity of identifying the students' needs -- the committee began its work by discussing, with guidance from Consulting Center staff, groups of persons and performance records that might be useful in identifying these needs. This step was completed in November and the committee has now moved into actually interviewing representatives of these groups and researching the available records.

At the same time, the committee has also been conducting an investigation of available social studies material. Besides looking for material that fits the achievement and informational needs of the students, the teachers are reviewing material in terms of its potential contribution to encouraging inter-cultural understandings.

Results

The Social Studies Committee has, so far, been responsible for two important accomplishments. First, it has caused teachers from all grade levels to work together discussing their various perceptions of social studies and its relation to the students' lives. This, besides being of value in coordinating levels, has led to improved working relations among the teachers.

Secondly, the committee has identified five groups of people to interview in determining the students' conceptual needs -- twelfth grade graduating students, higher education social studies specialists, Seaford graduates who are now in college, Seaford high school and college dropouts, and potential dropouts now in the

Seaford schools (Appendix F).

In connection with the methods and materials research going on concurrently, representatives of the committee have also attended a Social Studies Conference in which games theory was introduced. This concept is now being discussed for its possible relevance to Seaford social studies classes.

Continuation

The Social Studies Committee is continuing to both identify students' needs and to research methods and materials. Because of the results they have had so far, the teachers have been able to identify four goals for future work:

1. The formation of two or three alternative plans for recommendation to the total social studies staff.

2. A design carrying out teacher re-education necessary to the implementation of new approaches.

3. The establishment of a communication system that links the committee to other social studies teachers, supervisory personnel, school boards, and parents.

4. The development of a conceptual approach to teaching children.

As these goals are accomplished, the committee expects to find that it will have to devote attention to modifying school components which affect the social studies class -- grading, grouping, teachers, materials. Finally, the teachers on the committee realize that they will have to engage in an evaluation which includes

not only changes in the in-class effectiveness of the social studies program, but also changes in the relations and human relation skills demonstrated in student and teacher-student interactions.

EVALUATION

Evaluation has been an integral part of all Consulting Center Activities. It has been carried on on a continuous basis, under the assumption that the best programs are those that are modified as reasons for modification appear -- because a part of the designed program has proved to be ineffective, or because the emerging results indicate that the program needs to be extended in a particular direction.

This evaluation has been carried on by three related groups: the Consulting Center staff, school personnel, and the Consulting Center staff working with school personnel. School personnel involved in the evaluative process have included teachers, administrators, and pupils. A variety of techniques beside that of informal discussion have been employed to gain this evaluation:

1. Pre- and post-responses of teachers and administrators have been obtained for each laboratory.

2. Pre- and post-responses of pupils to attitude inventories and to performance tests have been obtained.

3. Responses have been solicited from community leaders concerning their knowledge of what has happened to their children in the laboratories.

4. Measurements have been taken of pupil academic performances.

In addition, school district personnel have been encouraged to design and employ evaluative techniques of their own. One of the most successful--both in terms of its evaluative value and in terms of the increased teacher communication it fosters--has been informal questioning and discussion among teachers in schools conducting human relations projects.

CONTINUING OPERATIONS

Two kinds of changes are taking place in Consulting Center activities as the Center moves into the second year of its operation. The most significant change is in the number of schools and agencies with which the Center is working. As a result of the publicity which has accompanied the positive results of the institutes that have been in operation for a comparatively long period of time, requests for information and assistance from the Consulting Center have come from schools representing all areas of the state. The second kind of change lies in those operational modifications that have become necessary and desirable with the expanded work of the Center: additional staff hours devoted to work in the schools; the development of a Center resource library, compiled from work submitted by project schools; a more structured method of communication among project schools, and greater involvement of community and other government agencies with Center projects.

The two basic trends that have been a part of the Consulting Center operations since their initiation a year ago will probably continue. Most schools will continue to move from a "training of teachers" phase to action laboratories in the classroom. More important, schools having projects will continue to move from simple desegregation to meaningful integration in which the multi-racial situation is seen as an opportunity which can be utilized for the inter-cultural education of all children.

APPENDIX A
Bibliography Used in the Dover Reading Institute

SUPPLEMENTING EXISTING CLASSROOM MATERIAL

Baker, Augusta. Books About Negro Life for Children. New York Public Library, Fifth Avenue and 42nd Street, New York, New York 10001. 1963. Revised. 33pp. 35 cents.

"Books for children that give an unbiased, accurate, well-rounded picture of Negro life" in America, the Caribbean Islands and Africa are grouped by age level and type. The author includes picture books and readers, story books and different age levels, and books of folklore, biography, travel, history, poetry, science, songs and games. Several factors were considered in selection: language (treatment of dialict, particularly), theme, and illustration. Prices of the books are listed.

District of Columbia Public Schools. The Negro in American History. Washington, D.C.: Director of Curriculum, Public Schools of the District of Columbia, 1964. 130pp.

This is a curriculum resource bulletin on American Negro history for use in secondary schools. It is to be used to supplement basic text material, to present the Negro as one of many ethnic groups that have contributed to the development of America. It begins with "exploration and colonization, 1450" and goes through the present. An annotated bibliography is included.

Meyer, Howard N. "Tokens of Truth", Integrated Education, 1:27-33, February-March, 1965.

Meyer presents a review-essay on three supplemental bulletins on Negro history developed for use in the Detroit, New York and Washington, D.C., public schools. (The New York and Washington bulletins are listed here.) Meyer first reviews tendencies toward distrotion in current history texts, due to omission of fact and inclusion of half-truths. He then says active reconstruction of history books in necessary, rather than the mere use of supplemental materials alongside inadequate books. Traditional half-truths still linger in the supplemental booklets, leaving us with "a bundle of token truths".

New York. (City of) Board of Education. The Negro in American History. Curriculum Bulletin No. 4. Board of Education, 110 Livingston Street, Brooklyn, New York 10001. 1964. 158pp. $1.00.

This booklet is "designed to give teachers a broader and more factual statement on Negro in our nation's history" as a basis for presentation in the classroom. Slavery in the Old World through the present-day quest for equality is covered. The material was prepared to assist the teacher in instruction on the contributions of minorities to American life. A bibliography of sources on Negro history is included.

New York Public Library. The Negro in the United States. A List of Signigicant Books. New York Public Library, Fifth Avenue and 42nd Street, New York, New York 10018. 1965. Ninth Revised Edition. 24pp. 50¢.

This annoteted bibliography stresses "current situations, problems, and solutions" but also includes many references which cover the history of the Negro and Negro-white relations in the United States. A wide range of selections are grouped under the following headings: Past Re-Examined, National Challenge, Equality Now, Intergroup Relations, Biography, Literature, and Music and Art. Titles included in the New Your Public Library's listings of Books for the Teen-Age are marked with an asterisk. For teachers broadening their backgrounds, high school and college students.

"1965 Negro History Study Kit". Associated Publishers, 1538 Ninth Street, N.W., Washington, D.C. 20201. $6.00.

A kit for teachers prepared by the Association for the Study of Negro Life and History. The kit focuses on Negro History Week, which the Association founded, containing pictures of outstanding Negroes, biographical sketches, discussion of the study of Negro and African history, and suggestions for school and classroom activities during Negro History Week. Publications of the Association and information about its program are included. A similar kit is prepared each year.

Redden, Carolyn L. "The American Negro: An Annotated List of Educational Films and Filmstrips", Journal of Negro Education, 33:79-82, Winter, 1964.

A list of 23 films classified under the headings of education health, housing, leaders and leadership, and socio-economic conditions. Annotation includes date, publisher, cost of purchase and rental, audience level, length, and main focus of film. The focus is on Negro life, although the section

on "education" concentrates mainly on desegregation. Dates of the films range from 1930 to 1959. Films not usually found in lists concentrating on intergroup relations are included. The films were not previewed by Redden.

Rollins, Charlemae. "Books About Negroes for Children", ALA Bulletin, 53:306-309, April, 1959.

A children's librarian in the Chicago Public Library assesses the growing number of books for children which avoid recial stereotypes and present Negro life objectively. Titles of especially good books and selective lists of children's books which can be obtained from agency sources are mentioned.

Sellinger, Stuart. "Civil Rights of the Negro in the United States", Childhood Education, 41:222, January, 1965.

A brief discription of a project involving films, discussion, research, and assembly programs for 6th graders in an all white community on the outskirts of Bridgeport, Connecticut.

Walton, Jeanne. "The American Negro in Children's Literature", Eliot-Pearson School Bulletin, Book 16, Volume VI. No. 2:2-6, February, 1963. Available from the Eliot-Pearson School, 177 College Avenue, Medford, Massachusetts 11101, 15 cents; and from the Equal Educational Opportunities Program, U.S. Office of Education, Washington, D.C. 20202

A Negro school teacher discusses the shortcomings of most literature with respect to the American Negro and points out how a teacher should deal with these shortcomings in presenting material in the classroom. She urges using literature which deals more realistically with the struggles and problems of Negrees in our society and using this material as a springboard for discussion. A list of ten books for children (and several for adults) follows the article.

Zenith Books, Doubleday & Company, 277 Park Avenue, New York, New York 10017.

A new series designed expecially for use in social studies and English courses. Written at a sixth grade level under the co-authorship of an historian and professional writer, the books will tell the history of the American Negro and his African predecessors. Nine titles are projected for 1965, most of them featuring American Negro and African history.

Later titles will focus on Puerto Rican, Mexican, Indian, and Chinese Americans. The books are illustrated and will contain about 128 pages each. A teacher's mannual for the entire series is available, with a supplement for each of the books. John Hope Franklin and Shelley Umans are general editors of the series. The two titles now available are:

McCarthy, Agnes and L. D. Reddick. Worth Fighting For. A History of the Negro in the United States During the Civil War and Reconstruction. 1965. 118pp. Hardback, $2.95. Paperback, $1.45.

This book accounts the American Negro's struggle for full status as a soldier in the Civil War, the contributions of Negroes to the War effort, the work of the Freeman's Bureau after the War, progress toward equal citizenship during Reconstruction, and the collapse of Negro rights with the change in Federal policy. As background for the Civil War Reconstruction story, the authors recap the Negro fight for freedom prior to the Civil War, describing briefly slave revolts, abolitionist efforts and the Underground Railroad.

Chu, Daniel and Elliott Skinner. A Glorious Age in Africa. The Story of Three Great African Empires. 1965. 120pp. Hardback, $2.95. Paperback, $1.45.

An anthropologist and an editor with Scholastic Magazines tell about three West African empires that were at their peak between the eighth and sixteenth centuries--Ghana, Mali, and Songhay. They briefly survey the origin and development of these kingdoms, which rose in succession after 700 A.D. The authors devote some attention to trade, inventions, the use of economic resources, and migrations, as well as telling the story of the rulers who came to power and the battles which enabled these empires to expand.

APPENDIX B
Report Submitted by the Millsboro Elementary Schools

English Language Arts Workshop
December 4, 1967

Mr. Hurley opened the session and introduced the guests, Dr. Ralph Duke and Mr. Gary Houpt.

Dr. Duke, then, began an informal discussion trying to get the teachers to recognize and answer their own problems in the area of Language Arts.

Some problems brought to light by the teachers and some problems of correlating different areas with the Language Arts program are as follows:

1. Math - Can math be seperated completely from Language Arts?
2. How to use a program with all types and kinds of performers?
3. What is wring with experience stories especially where there are children who cannot spell.
4. Reading Comprehension - what is to be done with the children who cannot comprehend directions and, therefore, cannot follow them?
5. Use of grammar.
6. Interest in school and school work.
7. Class load
8. Communicating with parents
9. Coverage of material - quality not quantity
10. Is there enough time allowed for English Language Arts?
11. Do "we group" in English Language Arts?
12. What can we expect from all levels on all grades?
13. What is the expectation of the child, teacher and parent regarding the Language Arts program?

Mr. Gary Houpt made the suggestion that the Language Arts program should be called the English Language Arts program.

Once a teacher learns about the English Language Arts program they can inform the parents. Public relations are very important, but correct information must be given. The public information could be given through the following media:

News	
Radio	Clubs
T.V.	Teacher visiting homes

The parents should be involved whenever possible.

Discussion of correct usage - As teachers we must learn to except the language of the children as it was developed in his own environment. We must attempt to instruct correct usage and expect him to know correct forms of speech, however we should be more ready to accept his speech pattern then we have been in the past.

The entire English Language Arts program should not be based around any particular textbook. The textbook should serve as a guide but there are many other ways to implement the program.

A Scope and Sequence chart will be worked on and produced later.

Buzz Session:

A discussion of objectives for three levels of high, average and low in the areas of listening, speaking, reading, and writing was held. All teachers were grouped for a buzz session for the purpose of working on objectives for each of the above areas.

The group came together with Mrs. Darden, who was in charge of the last portion of the workshop, for a discussion of the work accomplished in the buzz session.

The following is a list of objectives for each grade level.

First Grade:

Listening
High - Beginning and Ending Sounds
Average - Rhyming
Low - Gross Sounds

Speaking
High - speak sentences and tell short stories
Average - phrases and simple sentences
Low - recognize his or her name

Reading
High - Read with good comprehension
Average - Read with fair comprehension
Low - Recognize his or her name

Writing
High - Write stories, spacing, margin, etc.
Average - Sentence - copy sentence
Low - Write name

Second Grade:

Listening
High - being able to listen, comprehend, and remember specific ideas presented over a period of time
Average - listen for general concepts and ideas while beginning to remember specific ideas or points
Low - listen for general concepts and basic ideas

Speaking
High - being able to relate or dramatize an experience using basic simple sentence structures; being able to memorize songs and stories
Average - relating shorter experiences and becoming accustomed to using sentence structure
Low - realization of necessity to speak and beginning awareness of sentence structure

Reading
High - being able to read fluently with comprehension of the material read and remember specific facts - recognize all different sound combinations possible.
Average - being able to read with comprehension and remember general facts and most of sound combinations
Low - wanting to learn and being able to pay attention and to learn simple sounds of letters

Writing
High - being able to write a story independently
Average - being able to write a story with help
Low - to learn to write and recognize the letters of the alphabet

Third Grade:

Listening
High - to comprehend our language
Average - to begin to comprehend our language - transition from their language to ours.
Low - to comprehend their own language

Speaking
High - to speak with increased vocabulary
Average - to speak so they can be understood by their peers
Low - to speak so they can be understood (pronunciation and enunciation)

Reading
High - read independently
Average - read fairly independently
Low - recognize simple words

Writing
High - to be able to express yourself
Average - a complete meaningful sentence
Low - to communicate

Fourth Grade:

Listening
High - comprehension; begin to weigh values and alk questions; pleasure of communication
Average - better understanding of spoken words; longer range of comprehension
Low - auditory improvement - appreciation of spoken word by hearing the language spoken well - awareness of sound - pleasure

Speaking
High - dramatics, effective use of gestures and facial expressions, paetry recitations, etc.
Average - improvement in all areas mentioned; posture, enunciation, articulation, clearness of speech pattern, self-confidence, self preparedness in subject
Low - a. slower and clearer attack
b. removal of fear of criticism
c. remedial steps for those with speech defects

Reading
High - informational value; leisure reading; comprehinsion; questions; opinions; research
Average - word attack skills; phonetics; word span; comprehension
Low - stress in sound (phonics); interest level; reading for pleasure

Writing
High - legibility, structure, information leading to paragraphs; creative writing, dictionary skills; research
Average - structure form of sentences leading to paragraph; organization; experience stories; rhyming
Low - mastery of written letters; simple sentences

Fifth Grade:

Listening
High - longer attention span
Average - continues to increase attention span
Low - attempts to write complete stories

Speaking
High - ability to comprehend and to research in various subjects
Average - story mechanics used in expressing oral and written ideas
Low - attempts to write stories expressing thought and ideas

Reading
High - ability to comprehend and do research and reporting in various subjects
Average - to read with understanding and do some directive research in various subjects
Low - continue to emphasize basic reading fundamentals and strive for comprehension--encourage reading for pleasure

Writing
High - creative writing; original stories, poems, etc. should be attempted and encouraged
Average - creative writing and origianl stories, poems, etc. - much encouragement should be given
Low - continue to stress mechanics of writing, form of writing, punctuation and complete sentences into paragraphs

Sixth Grade:

Listening
High - learn to follow directions and understand content; work independently
Average - learn to understand and follow directions and to understand content
Low - learn to understand and follow directions

Speaking
High - speak in complete sentences; enunciate properly; keep to the subject and speak with ease
Average - speak in complete sentences, enunciate properly and keep to the subject
Low - speak in complete sentences and enunciate properly

Reading

High - understand and comprehend sounds; understand words in form of a sentence; understand implications of words read; use thinking skills for challenge material (supplemental)

Average - understand and comprehend sounds; understand words in form of a sentence

Low - understand and comprehend sounds and use in words

Writing

High - letter formation for experience stories; structure of writing is important (such a paragraphs, margins, etc.) do various types of reports, creative writing and oral reports

Average - letter formation for experience stories; structure of writing is important (such as paragraphs, margins, etc.)

Low - make correct letter formations for writing experience stories; use complete sentences

APPENCIX C
Language Arts Unit Developed by the Millsboro Elementary Schools

LANGUAGE ARTS

SECOND GRADE UNIT

LISTENING TO A POEM

Objective - to give shildren an opportunity to enjoy a poem; to encourage them to listen to sound words.

New word: words
This is a poem abounding in sounds familiar to children. Help them get a feeling for the rhythm and movement of the poem as it develops the sounds of the animals of a typical barnyard.

Read the poem to the children - let them read it, perhaps leading to a choral speaking with solo parts. Sound effects could be given to one child. This may result in a taped performance to be heard by the entire class.

I. Which words tell you where all the animals were?

Where was the cat?

What do you think "the old fat duck with his rainproof back" means?

Why was the little brown hen in trouble?

II. Saying Rhyming Words

Some words end with the same sound. They are called "rhyming words". Listen to these rhyming words:

stew - mew
back - quack
saw - he-haw
in - chin
muck - cluck

III. Can you say rhyming words?
Say these rhymes.
What words will you need to use?

Run, little man,
As fast as you ____

My big black cat
Can catch a ____

A little mouse
was in his _____

Children may volunteer rhymes, using animals -

e.g. My little kitten
Lost her _____

(Stimulate for rhyme)

IV. Name words - leading to recognition of nouns
Introduce the five senses: use of eyes, ears, nose, tongue, fingers to seeing, hearing, smelling, tasting and feeling.

With these start toward naming <u>things</u> under each heading.
Name five things you see; hear; smell; taste; and feel.
Read the first stanza again. What two <u>nouns</u> or names of things do you hear?
Continue the game of nouns.

<u>Game</u> - <u>Nouns</u>

I'm thinking of a noun in this room. It starts with the letter "b".
Hands will raise and gursses will take the floor. Of course "b" will be the sound for book and the <u>book</u> will be the <u>noun</u>. You can <u>see</u> and <u>touch</u> a book.

Note: For an interesting article on Dr. Seuss and his rhyming word style of writing for children see Teaching - <u>The Logical Insanity of Dr. Seuse</u>; Time Magazine, August 11, 1967.

THE BARNYARD FUSS

Out in the barnyard at half-past-two
The lavender cow went "moo-moo-moo".

The big yellow dog set up a yow
He barked and he barked "bow-wow, bow-wow".

The big old red rooster joined in it, too
With his "Cock-a-doodle, doodle-do".

The cat on the fence was in a stew
And she began with a "mew, mew, mew".

The spotted pig didn't want to be
Left out so he called "wee-wee, wee-wee".

The old fat duck with his rainproof back
Started to sing his "Quack, quack, quack".

All of this noise brought the farmer out
To see what the terrible fuss was about.

He laughed and he laughed at what he saw
With a "he-haw, he-haw, he-haw-haw".

For there was the little brown hen right in
A puddle of mud clear up to her chin!

And loudly she cried,
"Get me out of this muck!
Cluckity, cluckity, cluckity, cluck!"

-Helen Kitchell Evans-

APPENDIX D

CENTRAL JUNIOR HIGH SCHEDULE
Seaford, Delaware

	7 A B C	7 D E F	7 G H I	8 A B C	8 D E F	8 G H I	
1	Art	1 2 3	1 2 3		PE	1 2 3	1
2	Music	Science	Math	Social Studies	Health	FR LA LA	2
3	Guidance					FR LA LA	3
4		Art		1 2 3	1 2 3	LA LA	4
5	IA	Music	Social Studies	Math	Science	LA FR	5
6	HE	Guidance				LA FR	6
7	1 2 3	1 2 3	1 2 3	Art		PE	7
8	Science	Math	FR LA LA	Music	Social Studies	IA	8
9			FR LA LA	Guidance		HE	9
10	1 2 3 4 5 6		PE	1 2 3	1 2 3		10
11	Language Arts		IA	Science	Math	Social Studies	11
12			HE				12
13			LUNCH	PE	IA	Art	13
14	LUNCH			Health	Health	Music	14
15			1 2 3			Guidance	15
16	1 2 3	Social Studies	Science	LUNCH		1 2 3 Math	16
17	Math					LUNCH	17
18				1 2 3 4 5 6			18
19			Art			1 2 3	19
20	PE	IA	Music	Language Arts		Math	20
21	Health	HE	Guidance				21
22			1 2 3		Art	1 2 3	22
23	Social Studies	PE Health	LA FR LA LA LA FR	IA HE	Music	Science	23
24			LA		Guidance		24
25	ACTIVITY PERIOD						25
26							26

APPENDIX E

Speech Unit Developed in the Seaford Central Junior High School

EXPERIENCE UNIT FOR SLOW LEARNERS EMPHASIZING SPEECH

Aims

1. To enable pupils to make more effective use of radio and television
2. To have pupils become aware of the need to improve their own speech
3. To give pupils an opportunity to learn without the use of reading skills

Approaches and activities

1. Use pictures of television personalities to elicit a discussion about celebrities and their programs.
2. Take a poll of the pupils' favorite radio and television personalities.
3. Have pupils keep an inventory chart of their time spent viewing and listening to programs for one week.

Day and Time	Name of Radio Program	Name of TV Program

After the charts are finished have pupils discuss why they liked or disliked these programs.

4. Develop skills in listening to the conversations of others to gain new information, sticking to the subject under discussion, discussing to discover new words and use effective vocabulary to see the relationships between items and to classify. Have the pupils categorize programs under:
   a. News casts
   b. general information
   c. drama
   d. popular music
   e. classical and semi classical music
   f. sports events
   g. comedy
   h. quiz
   i. variety

5. Put some program listings from current periodicals on the opaque projector. Have pupils select two programs that were not on their charts and have them view these programs. Hold discussions about the programs these pupile view.
6. Periodically, pupils should be asked to tell the class about a program and tell what they liked or disliked about it.
7. Have pupils discuss the following questions in relation to a dramatic production:
    a. When and where did the story take place?
    b. Who are the main characters?
    c. What did you learn about the main character?
    d. Was the action (plot) easy to follow or did it drag?
    e. Did the story have a suitable ending?
    f. Did the story teach a lesson?
8. Read some critic's views of programs and have the students discuss these.
9. Have a committee for each type of program and have them give a preview of things to come in that area.
10. Listen to various news and sports programs and have students analyze such things as whether the person was giving facts or opinions, discuss the commentator himself, etc.
11. Have pupils report a happening in two ways, first as straight news and then giving their opinions.
12. Discuss ways television and radio influence our lives as to: the way we spend leisure time, the way we spend money, our tastes in music and drama, our understanding of other people, our understanding of animal life and science, our understanding of how others live, and our understanding of the news.
13. Have a representative from the local radio station talk to the class about the types of work people do and the facilities of the station.
14. Have pupils record a play on a tape recorder and play it back to the class, pretending that the class is listening to a radio play. Have the students discuss what this play would need to be turned into a television play. (The department has on hand many plays that the slow learner can read on a third and fourth grade reading level).
15. Discuss bias in programs and advertising.
16. Have the students make a composit list of speaking skills that they formulate through the speech activities in this unit.

APPENDIX F

Questionnaire Developed by the Seaford K-12 Social Studies Committee

SEAFORD K-12 GRADUATE QUESTIONNAIRE

1. What is your present college classification:

   Frosh ☐ Soph ☐ Jr. ☐ Sr. ☐

2. Are you in good standing: Yes ☐ No ☐

3. What Social Studies courses have you had, or are taking and in what year:

	Fr.	Soph.	Jr.	Sr.
☐ Am. Hist. I	☐	☐	☐	☐
☐ World Hist. I	☐	☐	☐	☐
☐ Am. Hist. II	☐	☐	☐	☐
☐ World Hist. II	☐	☐	☐	☐
☐ Economics (what type___)	☐	☐	☐	☐
☐ Sociology	☐	☐	☐	☐
☐ Anthropology	☐	☐	☐	☐
☐ Geography (what type____)	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐

4. What is your major_____, minor_____.

5. How well do you think you were prepared for college in the field of Social Studies at SHS:

   ☐ Fully ☐ Fairly well ☐ Fair

   ☐ Well ☐ Good ☐ Poor

6. Please check those skills which you feel you are lacking some ability in:

- ☐ Reading comprehinsion
- ☐ Testing
- ☐ Preparation of papers
- ☐ Research methods
- ☐ Adjusting to different methods of instruction
- ☐ Map reading
- ☐ Reading charts and graphs
- ☐ Note taking
- ☐ Formation of philosophy
- ☐ Drawing conclusions

7. In what ways is your college class situation different from those in SHS:

- ☐ More lecture
- ☐ More assignments
- ☐ More discussion
- ☐ More reading
- ☐ Less individual attention
- ☐ More writing
- ☐ Much greater expectations by your instructors

8. Were you motivated to learn Social Studies subjects in high school:

☐ Yes, highly motivated ☐ Yes, only fairly

☐ No, limited

9. Do you have a good chronological concept of history:

	Yes	No
American History	☐	☐
World History	☐	☐

F-3

	Yes	No
Ancient History	☐	☐
The 20th Century	☐	☐

10. Are you able to associate events in American History with events of the same period in World History:

☐ Yes ☐ No

11. What has been your most difficult task in succeeding in college?

12. How does your high school education appear to compare to those of your room-mate, fellow students, etc.

☐ Better by far ☐ Better ☐ Average ☐ Not so good

13. In the upcoming Presidential election affairs, what events are you prepared well enough to follow:

	Prepared	Not Prepared
The campaign	☐	☐
The major issues	☐	☐
The primaries	☐	☐
The conventions	☐	☐
The fall elections	☐	☐

14. What is your appreciation for American Heritage:

☐ Great ☐ Fair ☐ Dull

15. Please feel free to add any general or specific comments of any nature regarding the questionnaire or social studies in general.